The
MARYLAND
STATE NORMAL SCHOOL
AT
SALISBURY

Announcement
1928 - 1929

The

MARYLAND STATE NORMAL SCHOOL AT SALISBURY

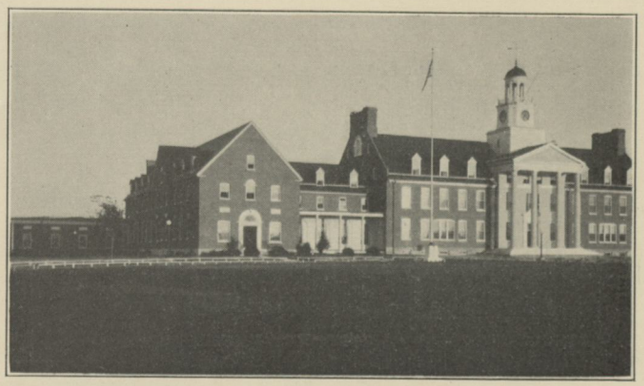
Announcement

1928-1929

CALENDAR FOR 1928-1929

Elementary School Opens for Registration	Monday, September 10
Elementary School, Regular Work	Tuesday, September 11
Registration and Organization of Classes for First Term	Monday, September 10
Dormitories and Salisbury Homes Opened for Resident Students	Monday, September 10
Regular Schedule Begins	Tuesday, September 11
Armistice Day (celebrated at school)	Monday, November 12
Thanksgiving Holidays	Wednesday, November 28, to Monday, December 3, inc.
Regular Schedule Followed	Tuesday, December 4
Fall Term Ends	Friday, December 7
Winter Term Begins	Monday, December 10
Christmas Vacation	Saturday, December 22, to Wednesday, January 2, inc.
Regular Schedule Followed	Thursday, January 3
Saturday Session	Saturday, January 5
Washington's Birthday (celebrated at school)	Friday, February 22
Winter Term Ends	Tuesday, March 12
Spring Term Begins	Wednesday, March 13
Easter Vacation	Thursday, March 28, to Tuesday, April 2, inc.
Regular Schedule Followed	Wednesday, April 3
Saturday Session	Saturday, April 6
Senior Class Schedule Ends	Wednesday, June 5
Elementary School Closes	Friday, June 7
Spring Term Ends	Friday, June 7
Sermon to Graduates	Sunday, June 9
Commencement, 6:00 P. M.	Monday, June 10

MARYLAND STATE NORMAL SCHOOL AT SALISBURY
WHEN COMPLETED



SHOWING THE SCHOOL AS IT APPEARS AT PRESENT. ADMINISTRATION BUILDING, AT RIGHT, COMPLETED IN OCTOBER, 1928. NORTH WING AND CONNECTING WING AT LEFT. PART OF ELEMENTARY SCHOOL IN REAR. DORMITORIES ON SECOND AND THIRD FLOORS.

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Winter Term Begins	Monday, December 10
Christmas Vacation	Saturday, December 22, to Wednesday, January 2, inc.
Regular Schedule Followed	Thursday, January 3
Saturday Session	Saturday, January 5
Washington's Birthday (celebrated at school)	Friday, February 22
Winter Term Ends	Tuesday, February 26
Spring Term Begins	Wednesday, February 27
Easter Vacation	Thursday, March 28, to Tuesday, April 2, inc.
Regular Schedule Followed	Wednesday, April 3
Saturday Session	Saturday, April 6
Senior Class Schedule Ends	Wednesday, May 29
Elementary School Closes	Friday, May 31
Spring Term Ends	Friday, June 7
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MARYLAND STATE NORMAL SCHOOL AT SALISBURY
WHEN COMPLETED

BUILDING USED AT PRESENT, BOTH FOR CLASSES AND ADMINISTRATIVE PURPOSES. DORMITORIES ON SECOND AND THIRD FLOORS. PART OF ELEMENTARY SCHOOL IN REAR.

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OF THE

Maryland State Normal Schools

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THE STATE SUPERINTENDENT OF SCHOOLS

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FACULTY

1927-1928

HOLLOWAY, WILLIAM J. ——— *Principal*
A. M. and Ph. D., Teachers College, Columbia University

BENNETT, LUCY W. ——— *Librarian, English*
A. B., Randolph-Macon Woman's College; Teachers College, Columbia University

CARUTHERS, THOMAS J. ——— *Mathematics, Psychology, Supervisor of Rural Practice Teaching*
B. S., Southeast Missouri State Teachers College; A. M., Teachers College, Columbia University.

FEIDLER, GLADYS E. ——— *Music*
Diploma, Oberlin Conservatory of Music

JAMART, HELEN L. ——— *Physical Education, Hygiene*
Diploma, Harvard University School of Physical Education

KRACKOWIZER, ALICE M. ——— *Geography, Industrial Arts*
B. S., University of Chicago; M. A., Teachers College, Columbia University

MARSHALL, EDNA M. ——— *Director of Training, Principal of Elementary School*
Diploma, Maryland State Normal School; B. S. and A. M., Teachers College, Columbia University.

MATTHEWS, ANNA H. ——— *English*
A. B., Colorado State Teachers College; A. M., Teachers College, Columbia University

POWELL, RUTH F. C. ——— *Social Director, Home Economics*
B. S., Teachers College, Columbia University

WILSON, IDA BELLE ——— *History, Rural Sociology*
Diploma, Maryland State Normal School; B. S., Teachers College, Columbia University

CULVER, MARGARET H. ——— *Secretary-Registrar*

TRICE, NELLIE L. ——— *Assistant Librarian, Stenographer*

RICHARDSON, JAMES B. ——— *Superintendent of Buildings and Grounds*

TRAINING CENTERS

Campus Elementary School

PARKER, LILLIAN M.——*Grades 1-3*
Diploma, Maryland State Normal School at Towson

WELLER, JOSEPHINE R.——*Grades 4-7 and Penmanship in Normal Department*
Diploma, Maryland State Normal School at Towson

AFFILIATED TRAINING CENTERS

Salisbury

FRANCIS, LOUISE——*First Grade*, East Salisbury
Diploma, Maryland State Normal School at Towson

KILLIAM, GERTRUDE——*Third Grade*, East Salisbury
First Grade State Certificate (Maryland)

DOUGHERTY, MILDRED——*Second Grade*, Central Primary
First Grade State Certificate (Maryland)

HEARNE, ELSIE——*Sixth Grade*, Salisbury Grammar
First Grade State Certificate (Maryland)

REDDISH, A. MAE——*Seventh Grade*, Salisbury Grammar
First Grade State Certificate (Maryland)

Wicomico County

JENKINS, HAZEL——*One-room School*, Leonard's
Diploma, Maryland State Normal School at Salisbury

PERDUE, HELEN——*One-room School*, Freeny's
Diploma, Maryland State Normal School at Towson

JAMES, BERKLEY——*One-room School*, Shad Point
First Grade State Certificate (Maryland)

OWENS, JULIA——*One-room School*, Brick Kiln
Diploma, Maryland State Normal School at Towson

WHAYLAND, MILDRED——*One-room School*, Allen
First Grade State Certificate (Maryland)

Somerset County

McNAMARA, MARY——*One-room School*, Eden
First Grade State Certificate (Maryland)

STUDENT ORGANIZATIONS, 1927-1928

Athletic Association

Mildred Mitchell, President
Marian McAllister, Secretary
Emma Marks, Treasurer
Dorothy Riggin, Manager

Baglean Society

Alice May Coulbourne, President
Raymond Jump, Vice-President
Aline Krause, Secretary
Hazel McDowell, Treasurer

Carnean Society

Julia Lake Waller, President
Ruth Stevens, Vice-President
Viola Young, Secretary
Iris Humphreys, Treasurer

Glee Club

Clara Jones, President
Lula May Sinclair, Secretary and Treasurer
Pauline Comegys, Librarian

Holly Leaf

Elsie Hall, Editor
Mary Horsey, Assistant Editor
Mildred Gale, Literary Editor
Helen Hering, Humor Editor
Norman Ellis, Art Editor
Marguerite Boulden, Assistant Art Editor
Isabel McDowell, Business Manager
Beulah Dixon, Assistant Business Manager
Clara Hastings, Senior Reporter
Mary C. White, Junior Reporter

House Organization

Maude Eskridge, President
Emma Jones, Vice-President
Lida May Testerman, Secretary
Edith Robinson, Treasurer

Junior Class

Ruby Towsend, President
Dorothy Shockley, Vice-President
Esther Sard, Secretary
Emily Sturgis, Treasurer

Senior Class

Anne H. Coulby, President
Maurille Insley, Vice-President
Marjorie Sparks, Secretary
Madge Thomas, Treasurer

Student Council

Margaret Hankins, President
Eva Funk, Vice-President
Iris Wroten, Secretary

Student Grange

John Langford, Worthy Master
Jennie DeWilde, Secretary
Mary Hancock, Treasurer

Y. W. C. A.

Mabel Scott, President
Mildred Mitchell, Vice-President
Mary Hall, Secretary
Marian Brinsfield, Treasurer
Mary Dennis, Junior Representative

SERVE DEMOCRACY'S GREATEST NEED

AMERICA'S best talent should be dedicated to the *training of the youth for citizenship.* The Maryland State Normal School at Salisbury desires to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.

Teaching is a growing profession. The State now requires the services of seven hundred new teachers annually . There is a strong demand that teachers be better trained. As training increases, the financial and social rewards likewise increase.

Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.

Teaching is building. The teacher shapes the unfolding life of childhood and so radiates ideals and purposes that the citizenship of tomorrow will become the fabric of an improved social structure. The teacher helps to mold the character of children so that they will choose the good and reject the bad.

Teaching inspires high ideals. There is nothing nobler or more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.

Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic. Half the work of teaching consists in creating a feeling of good will for the school by means of active participation in all movements for a better community.

Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.

Teaching is practical patriotism. Inspiring young people and directing their activities as citizens is essential to a democracy. The future of America depends upon education, and education will be equal to its task only if it is directed by enthusiastic and well-trained teachers.

Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing-house of the past, the guide of the present, and the prophet of the future. Teaching is most exacting in its demands, most far-reaching in its influence, most satisfying in its returns—the biggest job in all the world.

A NEW STATE NORMAL SCHOOL

The Maryland State Normal School at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training school to serve the educational interests of this section of the State. Although it has been in operation less than three years it has already justified the faith of its sponsors, and is recognized as meeting a real need in professional education in Maryland.

The school was authorized by the Legislature of 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres ideally located near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the last Legislature.

Appropriations totaling $322,000 were made by the Legislatures of 1922 and 1924. These funds were sufficient to build a little over one-third of the structure as planned. The buildings now in use comprise the north wing and the north connecting wing of the normal school building and the one-story elementary school building in the rear of the north wing. The last Legislature appropriated $300,000 for additional building

and equipment. This has been found sufficient to construct the administration building, which will include normal school classrooms, bed rooms, and the auditorium, the need for which is very keenly felt. The building of the gymnasium, and the south wing, which will contain the dining hall, the commons room, the infirmary, and additional bedrooms, will have to await the action of the Legislature of 1929.

The school opened in September, 1925, with an enrollment of 105 students. The enrollment increased in one year to 150 students. For the present school year the enrollment is 168. The students come from every county on the Eastern Shore, from Western Maryland counties, from Delaware, and from the Eastern Shore of Virginia. The school last year graduated 67 women and 3 men, all of whom were promptly placed in elementary school positions in various parts of the State.

The State Normal School at Salisbury is a special institution dedicated to a single purpose; namely, to enable its graduates most economically and most satisfactorily to realize through the noble calling of the teacher those goals of knowledge, habits, skills, ideals, appreciations, and predjudices which are the legitimate aims of the elementary school. It attempts to prepare high school graduates for acceptable teaching service in all types of elementary schools. It realizes that the future of America depends upon education, and education will be equal to its task only if it is directed by enthusiastic and well-trained teachers. Maryland very urgently needs teachers who will accept an isolated rural school never before taught by a Normal School graduate; who will attack the problems of a new and strange environment with unfailing enthusiasm; who will identify themselves with the varied interests of the people whom they are attempting to serve; and who know the meaning and value of that professional spirit which must be possessed by those engaged in teaching—that vocation which contributes most to social welfare. Such teachers Salisbury Normal School aims to supply.

THE LIBRARY

Two large rooms on the main floor of the present building are devoted to library purposes. The reading room is light, airy, attractive in design, and well furnished to meet the needs of the student body. The room is supplied with the best system of artificial lighting that modern engineering can devise. In the organization of the library a combination of the open shelf and the stack room system is employed, and the books are classified by the Dewey decimal system of classification.

Especial care has been taken in the selection to include the best books available for a teacher-training institution. The selection includes a sufficient number of reference books, encyclopaedias, current periodicals, newspapers, and college and elementary school textbooks to make the library a real instrument for the cultural and professional development of the students.

A special section is devoted exclusively to children's literature. Here is found a collection of the choicest literature obtainable for the encouragement of a desire to read good books and the development of a discriminative taste in the choice of the materials of reading. The teachers-in-training learn to know children's books, to love them, and to use them in teaching.

PRACTICE SCHOOL FACILITIES

It is in its plans for practice teaching also that the State Normal School at Salisbury takes a decided step forward. Normal schools and teachers' colleges generally have come to recognize the necessity for having their students secure their practice in actual teaching situations under normal conditions and with close expert supervision. Many of these institutions are located at prohibitive distances from desirable practice centers; or, if more favorably situated, they have been unable to effect a co-operative arrangement with the local board of education.

The Salisbury school is more fortunate. It is located within easy distance of a well-graded city system of public schools having a semi-annual system of promotion. Within a radius

of seven miles from the normal school are more than a dozen typical one- and two-teacher rural schools, all on improved highways. As many of the town and country schools as are needed are available for practice teaching. An understanding has been reached between the Board of Trustees of the State Normal School and the Boards of Education of Wicomico and Somerset Counties whereby, under conditions mutually satisfactory, the local schools may be used as a laboratory for observation, demonstration, and practice teaching. Experience has proved that such a plan, if wisely administered, not only furnishes the teacher-training institution with facilities it must have in order to do its work well, but it invariably provides a stimulus to a sane and steady growth in the professional spirit, professional insight, and professional skill of the entire teaching staff of the school system with which it co-operates.

The affiliated practice centers for the year 1927-1928 are as follows:

1. In the City of Salisbury:
   East Salisbury School, grades one and three;
   Bell Street School, grade two;
   Grammar School, grades six and seven.

2. In the rural one-teacher schools:
   Wicomico County,
   Brick Kiln, Allen, Shad Point, Freeny, Leonard.

   Somerset County,
   Eden.

In addition to the local schools there has been provided, in conjunction with the normal school, an elementary school which exemplifies the best practice in elementary school planning, and which will eventually accommodate seven grades in four classrooms. The elementary school will be a complete unit in itself, with a conference room for each critic teacher, a library, and an assembly room. The director of training is principal of the elementary school, and two specialists in elementary education carry the work of seven grades.

In order that principles, habits, and skills fundamental to good teaching have sufficient time to be fixed, practice teaching is distributed over three terms of work. The following

stages are being followed: Observation, participation, group teaching, room teaching of a single grade, and practice in the one-teacher schools. These various stages are known as Teaching I, Teaching II, Teaching III. Teaching I includes observation, participation, and group teaching for one hour daily for twelve weeks; Teaching II, room teaching of a single grade for one hour daily for twelve weeks; Teaching III, responsible one-teacher school teaching for one-half day for six weeks. Paralleling these three courses are educational courses known respectively as Technique of Teaching, Elementary School Problems, and Rural Teaching Problems. These courses serve as clearing houses for many of the problems met in practice.

In charge of practice teaching is the Director of Training. Working with her are carefully selected and specifically trained supervisors. These teachers are for the most part the subject matter specialists in various academic fields. Their names are found listed elsewhere in the bulletin.

It is confidently believed that a careful execution of these plans will, in larger measure than can result from different plans in vogue elsewhere, produce trained teachers who will fulfill the reasonable expectations of pupils, parents, and officials of the schools of Maryland.

LOCATION AT SALISBURY

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive little city, with cultured, refined people who will do their part to make life at the State Normal School pleasant and profitable. Situated at the junction of two railroads, at the head of navigation on the Wicomico River, with hard surfaced highways radiating in every direction, it is easily accessible from all parts of the Eastern Shore of Maryland. Its lakes and river give it a natural setting of rare beauty. Opportunities for boating, bathing, and fishing are right at hand. Maryland's seaside resort, Ocean City, is distant only an hour's ride. Wilmington, Philadelphia, and Baltimore are in comfortable motoring distance. The Pennsylvania Railroad's trunk line from New York to Norfolk and the South passes through Salisbury.

The site selected by the Building Commission, a farm of nearly thirty acres just south of Salisbury, is ideal for the purpose. The grounds comprise attractive lawns, ornamented with flowers, trees, shrubbery, and evergreens; playground areas, gardens, and an orchard. A distinctive feature is the athletic field, where training in all forms of sport is given.

LIVING ACCOMMODATIONS

The State Normal School at Salisbury has rooms for resident students on the second and third floors of each wing and on the third floor of the administration building. Group baths and a student's laundry are conveniently located, and each room has a lavatory with hot and cold running water. Rooms accommodate two students. Two of the best rooms are set aside for infirmary purposes, where necessary care can be given to any student taken sick.

Beginning with September, 1928, the dormitories will have a capacity of one hundred forty-five women students. Reservations will be made in the order of application. After these reservations are exhausted, students will be placed in comfortable rooms in some of the best homes in Salisbury adjoining the school. The school will assume the responsibility of renting and paying for such rooms, will furnish meals and laundry to the students, and will provide the same social and health service as it provides for all other students. The total cost of a year at the Normal School will be approximately the same for all boarding students, both in and out of dormitory.

THE STUDENTS

Salisbury Normal School will exact of its students a high standard of achievement. County superintendents and boards of education are promised that a diploma granted by this school will mean that the recipient really knows how to organize, to manage, and to teach an elementary school. The Normal School, therefore, reserves the right to advise any student who does not early demonstrate an aptitude for teaching to prepare for some other vocation.

There are two classes, a Junior class and a Senior class. Graduates of approved four-year high schools will be admitted

to the Junior class. The Senior class will be composed of: (1) Students who have completed the Junior work at this school, or who have secured equivalent training elsewhere and are permitted by the Board of Trustees to transfer to this institution; (2) teachers of experience who can offer credits equivalent to the Junior work. Teachers who contemplate securing the Salisbury Normal School diploma in one year must have their credits evaluated by the State Department of Education.

SUPERVISION OF STUDENTS

Everything possible will be done for the health, comfort, and happiness of the students in attendance. Their social, moral, and religious life will be properly supervised, and parents may entrust their sons and daughters to this school with every assurance that they will receive the careful and sympathetic guidance of well-trained institutional directors.

Reasonable regulations will be adopted for the conduct of the dormitory. These regulations are for the protection of the students and are not designed to restrict their liberties to an unwarranted degree. Students will be expected to conduct themselves at all times as befits the dignity of the teaching profession. The faculty and the dormitory officials will cheerfully co-operate with the student body in all laudable efforts to make the dormitory an ideal home.

TEACHERS' CERTIFICATES

A graduate of a Maryland State Normal School is awarded a diploma by the State Board of Education and, at the same time, the State Superintendent of Schools issues the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any elementary school in the State for three years, and is renewable upon evidence of successful experience and professional spirit, and attendance upon summer school at least once in four years.

AN INEXPENSIVE SCHOOL

There is no charge for tuition or books. Students residing in the dormitory are given room, board, laundry, and personal

care at the rate of $5.00 per week, or $180.00 for the year, payable in two equal installments in advance, $90.00 on the opening day in September, and $90.00 on January 15. In addition to this, four fees, to be paid every year, are required: a $5.00 registration fee, a $5.00 laboratory fee, a $5.00 health fee, and a $10.00 student activities fee. The health fee is used for the part-payment of nursing service and of doctor's bills for minor ailments. If a student is ill enough to be sent to a hospital, the school will not be responsible for such expenses. The student activities fee covers necessary class, society, and club dues and helps to finance the school monthly and annual publications, as well as a series of educational motion pictures.

Students from other States will be admitted upon the same terms and conditions as apply to residents of Maryland. It is, however, necessary that they deposit $300 each year, which is the estimated per capita cost to the State of maintaining the school in addition to the sum paid by the students. This will be refunded without interest after the graduate has taught two years in Maryland schools. In lieu of a cash deposit, a bond of an approved surety company will be accepted, the student paying the premium annually for four years—the two years the student attends the school and the two years of service in the schools of Maryland.

PERSONAL EXPENSES

Life at normal school, as at all other colleges, necessitates certain incidental and personal expenses. Parents should provide a regular allowance for these, the amount to be approximately $50.00 for the year.

SPECIAL MUSIC INSTRUCTION

Individual music instruction, if desired, can be arranged for at the school. For this instruction there is a fee of $17.00 each term, with the addition of $3.00 per term for the use of a piano for practice one hour a day. Lower rates will be made for group instruction.

DAY STUDENTS

Day students will pay only the four fees: registration, laboratory, health, and student activities. They will deposit

the breakage fee, which will be refunded at the end of their two-years' stay, as in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

LOANS TO STUDENTS

A friend of the school who wishes his name withheld will lend to needy and deserving students one hundred dollars to help defray the expenses of the second half of the Senior year. The loan will bear 5% interest and is to be repaid during the first year of teaching.

The faculty, in co-operation with the Parent-Teacher Association of the elementary school, has started a loan fund which will be available in 1929.

SUMMARY OF FEES

Registration Fee (required of all students)	$5.00 per year
Laboratory Fee (required of all students)	$5.00 per year
Health Fee (required of all students)	$5.00 per year
Student Activities Fee (required of all students)	$10.00 per year
Property-damage Deposit*	$5.00 per 2 years
Laundry Markers (purchased at the school)	$0.50 per year
Piano or Vocal Instruction (optional)	$17.00 per term
Practice Fee for Use of Piano	$3.00 per term
Class Instruction in Special Music	at lower rates
Board and Room in the Dormitories	$180.00 per year

* To be refunded at close of senior year if no breakage is charged to the student.

REFUNDS

The following rules have been adopted by the Board of Trustees to govern refunds of fees paid by students:

Day Students

1. Day students who withdraw between the opening of the school and October 1 shall have refunded all fees except the registration fee, and one-half of the health fee.
2. Day students who withdraw on their own or guardian's initiative after October 1 shall receive no refund of fees.
3. Day students who withdraw at the request of the school after October 1 shall receive no refund of fees.

Resident Students

1. Resident students who withdraw before October 1 shall have refunded all fees except the registration fee and one-half of the health fee; and shall have refunded also the amount paid for board and room rent, minus the board and room rent for one more week than the number of weeks actually spent in the school.
2. Resident students who withdraw on their own or guardian's initiative after October 1 shall receive no refund of fees, and will be charged for board and room by terms; i. e., either for one term, or two terms, or three terms, according to the time of withdrawal. Fractions of a term will, therefore, be counted as full terms.
3. Resident students who withdraw at the request of the school after October 1 shall receive no refund of fees; such students shall have refunded the amount paid for board and room, minus the board and room rent for one more week than the number of weeks actually spent in the school.

WHAT TO BRING WITH YOU

Every student must furnish for personal use: Toilet soaps, bureau scarfs, blotter or cover for study table, one pair of extra blankets (the school provides one pair of blankets), a cover or spread for the bed, two laundry bags, two tumblers, two teaspoons, six table napkins.

Each student should be provided with rubbers or high arctics so as to be properly protected for bad weather.

Women students are allowed to have laundered six pieces of underwear each week, total not to exceed thirty-six cents according to the schedule of prices in the contract with a commercial laundry. They may without charge do extra washing and pressing in the kitchenette located on each floor.

Men students are allowed forty cents per week for laundry.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black bloomers, two pairs black stockings, and one pair white tennis shoes. In order to secure a desirable uniformity in appearance and quality of materials, and for purposes of economy, arrangements have been made with a Baltimore supply house to furnish the uniforms. The school will send to each new student an order blank to be filled out and forwarded to the supply house. The uniforms will be delivered at the school.

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. These blanks provide for reporting the applicant's high school record; they should, therefore, be secured, filled out,

and presented to the high school principal before he departs for the summer. The principal will forward the blank to the school. The applicant will be promptly informed as to the enrollment granted and the room reservation recorded. If for any reason the student finds it impossible to occupy the room, the school should be notified immediately, so that the room reservation thus surrendered may be available for another student.

For copies of this announcement, application blanks, or additional information, address:

WILLIAM J. HOLLOWAY, *Principal,*
Maryland State Normal School,
Salisbury, Md.

ADMISSION TO THE ELEMENTARY SCHOOL

The campus elementary school comprises grades one to seven inclusive, with an enrollment limited to ten pupils in each grade. Applications for admission to this school should be made to the Principal of the Normal School. Application blanks may be secured at the Normal School.

THE CURRICULUM OFFERED

There is pressing need for elementary school teachers who know how to teach a rural school and who are content to live in the country. The Maryland State Normal School at Salisbury will attempt to meet this need. The course of study is designed to prepare teachers primarily for service in rural schools. At the same time there is sufficient differentiation to satisfy the demand for trained teachers for graded town or consolidated schools.

All courses are conducted with a single aim in view; namely, the training of high school graduates in the science and art of teaching. The curriculum is strictly professional from the outset, and conducted on a recognized collegiate level. It includes the acquisition of much new subject-matter along with preparation for classroom presentation.

Graduates of the Maryland State Normal School at Salisbury can secure two years of college credit at some of the leading universities and teachers' colleges. By completing the first two years of college work at this Normal School and teaching at least two years to fulfill the obligation to the State the ambitious teacher is in a position to win the B. S. degree in Education in two more years. A college education secured in this way will cost considerably less than if the entire four years are spent successively at one institution. It should be noted also that college graduates trained in elementary education are scarce. In this field of education service the future offers joy, large opportunity, and adequate financial returns.

There are one hundred and eighty actual teaching days in the school year, the year being divided into three terms of twelve weeks each.

THE CURRICULUM

Junior Year

	Credits
Educational Psychology	4
English I—Fundamentals	4
English II—Oral Expression	2
English III—Children's Literature—Primary Grades	4
Geography I	3
Geography II	3
Handwriting	
History I—European Background	3
History II—Social Studies	3
Hygiene	2
Industrial Arts I—Primary Grades	3
Introduction to Teaching	2
Library Technique	1
Mathematics	4
Music I	2
Music II	2
Physical Education I	1
Physical Education II	1
Physical Education III—Athletics	1
Psychology I	2
Science I—Nature Study, etc.	2
Teaching I—Observation, Participation, Group	2
Technique of Teaching	2
Total	53

Senior Year

	Credits
Curriculum Organization	3
Elementary School Problems	3
English IV—Children's Literature—Grammar Grades	3
English V—Modern Literature	2
History III—American	3
Health Education	3
Home Economics	1
Industrial Arts II—Grammar Grades	3
Music III	2
Music IV	2
Physical Education IV	½
Physical Education V—Athletics	½
Principles of Education	3
Rural Sociology	3
Rural Teaching Problems	3
Science II—General	2
Teaching II—Grade Room	3
Teaching III—Rural	5
Total	45

Credits may be reduced to semester hours by multiplying by 2/3.

COURSES OFFERED

Curriculum Organization.

3 hours per week for 12 weeks.

This course aims to develop the principles underlying the making of elementary school curricula. It clarifies the meaning of such terms as curriculum, course of study, program, subject matter, method, project, problem, type, etc. It considers the materials of education and their organization for elementary classroom instruction. The student is acquainted with the literature of the subject through a wide variety of reference reading. Recent movements in the development of curricula are studied. Each student prepares one or more units of the curriculum and submits the report for criticism and discussion in class.

Educational Psychology.—Introductory Course.

3 hours per week for 12 weeks.

This course analyzes man from the standpoint of his native equipment and original tendencies with the view of building up a background and developing psychological principles which will aid (1) in the interpretation of human behavior, and (2) in the understanding and application of the laws of learning. Frequent reference is made to classroom situations and educational practices. Problems are assigned from time to time with the view of causing the student to apply psychological principles to actual situations as observed or experienced by him in and out of the classroom. In general, this is a basal course designed to interpret and guide educational practice and procedure.

Elementary School Problems.

3 hours per week for 12 weeks.

This course parallels Teaching II. It aims to help students use effectively in teaching the subject matter previously presented in professionalized subject matter courses; to assist them in developing skill in managing a class and in conducting classroom exercises; to serve as a clearing house for difficulties encountered in Teaching II; and to help students avoid mistakes commonly made by beginning teachers by anticipating needed subject matter and methods not previously discussed.

Some of the topics discussed are: Measuring the results of teaching by means of informal tests, by means of standard tests; grading and promotion; evaluation of teaching; variation in method procedures with emphasis upon the problem and project as types, also supervised study recitations; and topics which grow from students' questions and supervisors' visits.

English I—Fundamentals in English.

4 hours per week for 12 weeks.

The specific objectives of this course are:

To provide opportunity for the student's self-improvement by the organization of units of work suitable for use in the elementary school, and a study of methods of presenting them to secure effective results;

To reach a definite, acceptable standard of proficiency in the fundamentals in English.

(Observation in the demonstration school is used as one means of clinching principles studied.)

English II—Oral Expression for Elementary School Teachers.

2 hours per week for 12 weeks.

The objectives of this course are:

To show to elementary school teachers the value of effective expression;

To afford training for personal improvement in oral expression;

To give methods of teaching the various phases of expression in the elementary grades.

Opportunity Course—English.

No Credit. 2 hours per week for 12 weeks.

This course furnishes opportunity for students who feel a need for more knowledge of elementary school subject matter to study intensively the fundamentals of English grammar and composition. It is required of all who do not make required standards in the course, "Fundamentals in English," and is open to all desiring more guidance.

English III—Reading and Literature—Primary Grades.

4 hours per week for 12 weeks.

This course aims to give a definite knowledge and appreciation of the various types of materials adapted to this level. Selected Mother

Goose Jingles and nursery rhymes, fairy tales, traditional and modern, myths, fables, realistic animal stories, and poems will be extensively used. Emphasis will be placed on the technique of teaching reading to beginners, and to the second and third grades, laying stress on forming desired habits and acquiring needed skills and appreciations.

An attempt will be made through lectures, assigned readings, discussion, observation, and a study of professional literature and elementary school text books to give some fundamental principles with definite and concrete methods which students may use in their teaching.

English IV—Children's Literature—Grammar Grades.

3 hours per week for 12 weeks.

This course is designed to give a survey of those reading materials that are most suited to the needs and interests of children in the intermediate and grammar grades; to give psychological principles for selecting the materials; and to give practical suggestions for using them. Greek, Roman, and Norse myths, romance cycles and legends, animal and nature stories, biography and autobiography, realistic stories, stories of adventure and poetry are types chosen for reading and study.

Wide reading will be encouraged in order that teachers in training will appreciate the material in itself, and will be prepared to act as stimulator, guide, and director of classroom work and of recreational reading.

The demonstration school will be used for observation of type lessons.

English V—Modern Literature.

2 hours per week for 12 weeks.

This is primarily a reading course intended to give the student some acquaintance with and appreciation of the better things in modern literature which will help him form desirable reading habits. Some of the best specimens of poetry, short story, novel, essay, and drama will be studied in a sufficiently detailed way to give a good basis for judging materials.

Geography I.

3 hours per week for 12 weeks.

Aims: A knowledge of modern geographic conditions and ways and means of adapting these to the comprehension of children. Intelligent use of texts and materials available by applying the laws of learning. A realization of the operation of the universal laws expressing themselves in the lives of men through geographic controls. Appreciation of the progress made by people in their attempt consciously to apply these principles. A vision of world good fellowship brought about through understanding and sympathy.

Geography II.

3 hours per week for 12 weeks.

(See Geography I for a statement of aims.)

The difference between courses I and II is one of degree and increasing difficulty rather than kind. Course I begins at home, building up ever widening relationships. Course II carries these over into the more distant regions of the globe. There is progression rather than repetition.

Handwriting.

2 hours per week for 12 weeks.

The purpose of this course is to give opportunity for improvement in handwriting. The Courtis-Shaw "Standard Practice Tests in Handwriting" are used as a means for the individual student to progress at his best rate.

Health Education.

3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene. The chief topics treated are: Public health; communicable and non-communicable diseases; resistance and immunity; importance of ventilation, heating, and lighting; public supplies of food, water, gas; public sewerage and disposal of sewage; function of state and county boards of health; presentation and discussion of subject matter for all grades in graded and rural schools; first aid and safety for schools and community.

History, Introductory Statement.

"Knowledge of the past is the key to understanding the present."—Dewey.

"We are dependent on the past for our knowledge and our ideals. . . . It alone can explain why we are what we are and why we do what we do."—Fisher.

Regarding as essential to full and right living some knowledge of the life-story of man in his age-long effort to master the forces of nature, we advocate courses of history as a fundamental part of education.

But history as a basis for citizenship needs to be taught in such a way as to function. We advocate carefully planned courses and activities designed to bring about these ends.

Objectives.

a. An orderly consecutive notion of the history of Western civilization.
b. A comprehensive knowledge of the story of man in all its many phases; economic, social, intellectual and aesthetic, as well as political.
c. An appreciation of the value of history to help in understanding ourselves, and in meeting clearly the problems of today and tomorrow.
d. A mastery, as far as possible, of the special technique of the history teacher.

History I—A professionalized subject matter course in "Backgrounds of Western Civilization."

3 hours per week for 12 weeks.

This course is planned to give students a knowledge of "Old World Backgrounds" history, as well as to prepare them to teach such of that history as is demanded by the elementary school curriculum. Classroom activities include not only the subject matter of the course, a discussion of the ancient world and early mediaeval times, but also much professionalization of the material studied. This takes the form of class observation of demonstration lessons, making of large-unit lesson plans, picture collections on special topics, study of elementary source material, the writing of history stories, and the presentation of assembly programs on special historic days.

History II.

3 hours per week for 12 weeks.

The subject matter of this course includes a study of mediaeval life and the beginnings of modern history in Europe and America to the time of the American Revolution. The general statement and purpose of this course is the same as for History I, but History II is designed

especially to furnish a background for the teaching of history and biography in *the first four grades* of elementary school, thus the selection of subject matter is conditioned by the content of elementary social science courses of study. Much work is done in the collection and arrangement of appropriate illustrative and biographical material.

History III—American History.

3 hours per week for 12 weeks.

This course presupposes, both in content and method, History I and History II. It includes problem study of comprehensive topics in the field of American History, systematic study of current events, a careful examination of civics text books and courses of study, and much attention to the best methods of teaching history. It is designed to prepare student teachers for classroom work through: A wide acquaintance with the subject matter of American History and the writers of history books of all types; the manipulation of subject matter in problem solving; much practice in the selection of subject matter which is worthwhile in the education of the elementary school citizen; using, comparing, and critically examining elementary school texts and illustrative material of all kinds with a view to learning the place of text books in history teaching; a careful consideration of many types of history teaching to form a basis for evaluating the worth of various methods, and for developing standards of technique; actual observation, followed by class discussion, of many different phases of history teaching; preparing articles on topics of current interest and presenting current events programs; working out large units of historical and civic subject matter into a series of lesson plans.

Home Economics.

2 hours per week for 12 weeks.

This course is divided into two parts. One half of the time is devoted to the problem of the school lunch in the rural school: the need for it, necessary equipment, suitable menus, preparation and serving of the lunch.

In the second half of the course, some sewing is done. A simple garment is made in order that the student may be able to design and make costumes for plays and pageants. Some time is also given to planning the most suitable clothing for teachers.

Hygiene.

2 hours per week for 12 weeks.

This course is applied personal hygiene and may be used by the student in teaching. The student receives that amount of instruction in anatomy and physiology that is necessary for a better understanding of the growth of the body and for acquiring the technique of living. Special emphasis is given to posture and to body mechanics, exercise, sleep, rest, food, and diet.

Industrial Arts I.

3 hours per week for 12 weeks.

Aims: Clarification of thought by means of concrete expression through the medium of the hand. Utilization of the natural impulses of children to be active by directing these into constructive and artistic channels. Muscular and nervous control resulting in greater skill to execute, and in habits of accurancy, neatness and persistence. Acquaintance with and participation in the more universal processes of the social and industrial world, leading to appreciation of its products and to respect for the labor involved. Pleasure in the ability to create and to satisfy simple needs and desires of every day life.

Industrial Arts II.

3 hours per week for 12 weeks.

The aims of this course are the same as those stated for Course I. Courses I and II differ in degree and difficulty rather than in kind. In so far as is practicable Course I considers the needs of primary children, Course II those of children in the grammar grades. This distinction cannot profitably be held to at all times.

Introduction to Teaching.

2 hours per week for 12 weeks.

Purpose of Course.

1. To introduce the student to the major problems of teaching in the public schools.
2. To master in an elementary way the basal ideas and the basal vocabulary of the calling.
3. To develop a fairly adequate preliminary idea of what the public school as a social institution is designed to accomplish, and of the means and processes which it employs in the accomplishment of this purpose.

Topics to be Considered.

1. The nature of the proceses called teaching and learning.
2. The social origin and character of the materials of education.
3. An elementary notion of mental development.
4. Nature's provisions for learning and the implied lessons for the teacher.
5. The adapting of instruction to individual capacities.
6. The basal elements of schoolroom procedure.
7. The main outlines of the system of public education in the United States.
8. General qualifications of the teacher.
9. Special qualifications for different levels of teaching.

Library Technique.

2 hours per week for 12 weeks.

This course is designed to teach the student to make the best use of the library by familiarizing him with the Dewey Decimal Classification, the card catalogue, the use of government material, the periodical indexes, and reference books, general and specific. The library itself is used as a laboratory, and the student is expected to work out various problems; e.g., the making of a bibliography on a special subject connected with his studies. The course is further designed to teach the student how to equip and to organize a small school library. With this end in view, a brief survey of the simple methods in classification, loan, accession, selection and buying of books is given.

Mathematics in the Elementary School.

4 hours per week for 12 weeks.

This course is primarily concerned with the subject-matter of arithmetic and how it should be taught in the elementary school. The sub-

ject is studied from the historical point of view for the purpose of giving the student a perspective of the subject and an appreciation of the principles and fundamental processes of arithmetic. The whole subject is recast from the standpoint of its development by the race, and enlarged by relating high school and college courses in mathematics to the subject-matter and principles of arithmetic. The major aim is to give meaning to the subject and its processes so that the result will be a new view rather than a review. Investigations are also made as to the best methods of teaching arithmetic, of modern textbooks, supplementary materials, and standard tests. Lesson plans are developed on the more important phases of the subject along with observation of demonstration lessons in the elementary grades.

Music I.

2 hours per week for 12 weeks.

This is a beginning course and is planned to acquaint the student with: (a) the proper use of a child voice and correction of the monotone; (b) the development of a singing voice in the teacher; (c) a great many of the best rote songs and the actual presentation of them; (d) rhythm by means of, the toy band, simple interpretive movements and songs; (e) beginning sight-singing and ear training; (f) fundamental technical problems.

Music II.

2 hours per week for 12 weeks.

Music I and Music II are planned to be taken in sequence. Students who show ability equivalent to that represented by Music I are excused from the introductory course.

This second course includes: (a) the study of songs suitable to the upper grades; (b) advanced sight-singing and ear training; (c) more advanced rhythmical study; (d) the appreciation lesson; (e) continuation of the study of technical problems such as: triplet, rests, dotted notes, etc.

Music III.

2 hours per week for 12 weeks.

This course is devoted largely to methods of teaching primary music, with opportunity for practice teaching in the town and rural school under the supervision of the music instructor. It considers also the terminology of music; it gives continued instruction in sight reading; and it provides song material in addition to that previously studied.

Music IV.

2 hours per week for 12 weeks.

Topics considered in this course are: (a) methods of teaching upper grade music and practice teaching as in Music III; (b) essentials of conducting; (c) class discussion of current musical events and history of music; (d) additional song material.

Throughout the entire course in music as much time as possible is given to the study of the great masters with a view to developing in all students a keen sense of appreciation of the best in music.

Physical Education I, II and III.

2 hours per week for 36 weeks.

This course outlines the aims of physical education and gives a brief history of this subject.

Physical education activities are planned so as to give to each student actual practice in games and activities as preparation for teaching the subject. Subject-matter is outlined for grades one to seven. Material presented includes games for playground and schoolroom, self-testing activities, rhythmic activities, dramatics, and posture training.

Physical Education IV and V.

1 hour per week for 24 weeks.

This course is a continuation of Physical Education III. The chief topics considered are: Play and what it means to the child; importance of organized play in school; organized games, athletics, and social games; stunts and efficiency tests; boys' track and field events; girls' track and field events; folk dancing (simple to difficult); physical education as outlined for State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Organized athletics is an extra-curricular activity open to all students. Teams representing the school as well as the various sections, classes, and societies compete in field ball, volley ball, and basket ball. Instruction is given in tennis, baseball, and soccer. Tournaments are held in the various events.

Principles of Education.

3 hours per week for 12 weeks.

This being a summarizing and integrating course, it is presented as late in the two-year course as possible. It aims to make the students conscious of a working philosophy of education by bringing together, relating, and re-interpreting educational concepts which have been developed through previous courses.

Among the topics discussed are: Comparison of present day educational problems and tendencies in the United States with those of earlier periods in its history; application of the teachings of several prominent educators of both the past and the present—Rousseau, Pestalozzi, Herbart, Froebel, Dewey, Thorndike, and others—to present day teaching; the place of individual instruction; Maryland school law; moral education in the school; improvement through self-criticism; and supplementary problems arising because of needs discovered among the students.

Psychology I—Introductory Course.

2 hours per week for 12 weeks.

This course deals with: (1) the biological principles of cell division; the subsequent differentiation of cells into special organs; and the laws of heredity; (2) the anatomy and physiology of the human nervous system, the special sense organs, and the muscles of the body; (3) the natural phenomena of human environment such as light, sound, heat, odor, etc., with reference to the special sense organs of the body. The chief aim is to treat the materials from these three sources so as to form a background for the topics ordinarily presented in a course in Educational Psychology.

Rural Sociology.

3 hours per week for 12 weeks.

This course is designed to give teachers in the rural field a working background of knowledge of the sociological factors to be found in rural communities.

Practice is given in making and giving school community surveys and in interpreting the needs thus shown. This takes the form of a study of the history of rural communities, of desirable rural community organizations, economic co-operative enterprises, and educational agencies which benefit rural communities.

Rural Teaching Problems.

3 hours per week for 12 weeks.

This course parallels the teaching done by the students in the one-teacher schools, known as Teaching III. The class meets three times weekly, the meetings serving largely as group conferences at which difficulties met by the students in practice are presented by the students themselves or are brought to their attention by the instructor, who is usually the supervisor of practice. The course aims to point out clearly the differentiation in the curricula of the rural one-teacher schools and the larger city or town graded schools, to apply all normal school courses to the one-teacher school situation, and to discuss and find solutions for problems which arise in Teaching III.

Among the topics discussed are: Daily programs; courses of study under a grouping plan; adaptation of types of teaching to the one-teacher schools; utilization of the rural environment; teaching equipment; classroom management; attendance, records and reports; parent-teachers' associations; relation of teachers to the administrator and supervisor; development of leadership.

Science I—Nature Study.

2 hours per week for 12 weeks.

Aims: To show the necessity for first hand acquaintance with nature as a basis for better social living and for an understanding of geography. To point out the inspirational value of nature. To initiate scientific habits of study and attitudes of mind. To form the habit of finding wholesome interests out of doors. To create respect and reverence for the marvels inherent in the "common" things of life.

Subject Matter: A seasonal approach. A perspective of the scope involved. A study of relationships between animal and plant life in their setting; of weather as it is related to our every day life. The cycles of life. Excursions, observations and simple experiments for the purpose of interpreting some of nature's laws.

Science II.

2 hours per week for 12 weeks.

This course deals primarily with the industry of agriculture both from the scientific and the practical point of view. The chief aims of the course for prospective rural school teachers are: (1) to give the teacher a better understanding of the activities and economic conditions of the rural community in which she is to teach; (2) to enable her to utilize to best advantage the rural industries and environment for the enrichment and the teaching of the elementary school subjects. The

emphasis is placed on the educational value of the course. Attempt is made in the study of farm operations to open up the great fields of knowledge such as chemistry, physics, and biology, as well as to use the study as a vital opportunity for the study and application of the elementary school subjects such as geography, arithmetic, reading, writing, etc. Teaching material is collected and definite projects and laboratory experiments are assigned.

Teaching I.

In this course, students are assigned to a room in the campus demonstration school for a period of 12 weeks for one hour daily. Their carefully directed observation and conferences closely parallel the course in Technique of Teaching. Not only do they observe, but they participate in carrying on some of the activities of the school, beginning with very simple ones and gradually taking charge of the more difficult ones. It is here that students learn to construct lesson plans of various types and combination of types. During the latter part of the course, small groups of pupils are taught by the students. The critics' conference rooms are ideally planned for this kind of work.

Teaching II.

In Teaching II, the first actual classroom teaching begins. During the course, each student teaches a period of four weeks in the primary grades, intermediate grades and grammar grades, respectively. The time taught daily is one hour. This teaching is done in the Salisbury Schools under the supervision of the Normal School instructors and classroom critics. Students here become acquainted with children of varying ages and subjects requiring different skill and knowledge for teaching. Paralleling this teaching and offering suggestions for self-evaluation is the course, Elementary School Problems. Teaching II supplies many of the approaches and most of the examples for helping students in this self-evaluation and self-improvement.

Teaching III.

This is the most difficult phase of practice teaching. Students spend one-half day daily for four weeks in the affiliated one-teacher rural schools. These 60 hours added to the 120 hours of practice in Teaching I and Teaching II make a total of 180 hours. Students are as closely supervised in these schools as in the campus and Salisbury Schools. The schools are typical one-room rural schools varying in size and abilities of children. Students are made to feel as much at home in the school and community as possible. They attend meetings of the Parent Teachers' Association and socials held in the community during the period of teaching.

Technique of Teaching.

2 hours per week for 12 weeks.

This course parallels the work in observation and participation known as *Teaching I.*

A. Purposes:
   1. To follow up the work in "Introduction to Teaching" by presenting to the class the points of teaching technique as given in some text book of recognized worth.
   2. To serve as a clearing house for the discussion of problems which come up in Teaching I.

3. To elaborate the text by much reference to other similar books, and thus acquaint the class with professional literature.
4. To develop in the students the ability to recognize problems of teaching technique, and to seek the solution of these problems in professional literature.
5. To develop ability in lesson planning and in simple classroom procedures.

B. Content of course.

Work is roughly divided into two units, to parallel work in Teaching I.

I. General factors that condition teaching.

a. Physical factors of school room; heat, lighting, ventilation, seating, room decoration, etc.

b. Discipline: routine factors, attitude of teacher, group responsibility, etc, etc.

c. Questioning: types, variety, distribution, etc.

II. Types of lessons and lesson planning.

a. Drill lesson.

b. Development.

c. Project work.

1. Problem solving.
2. Appreciation lessons.
3. Constructive type of project.
4. Other types.

How To Get To the Normal School

On registration day, students coming to Salisbury by either of the two railroads will be met at Union Station by the school bus. Those coming by motor routes will be met at the Wicomico Hotel. Busses from points south will stop at the school, and those from other points will, on request, deliver students at the school without extra charge.

Satchels and trunks will be handled for students through the school office at a cheaper rate than students can individually secure in Salisbury.

An Opportunity for Loyal Service

EVERY good citizen of Maryland, man or woman, is interested in the development of the State's public school system. The need for trained teachers, particularly in rural schools, is great. No finer service can be rendered your children, or your neighbor's, than to secure, as their teacher, a graduate of a State normal school. To that end, you are urged to use your influence. Encourage the children of your elementary school to persevere to secure the priceless education represented by a four-year high school course; help the most promising of these graduates to train for teaching; and, finally, keep them at home to serve their own community. The best is none too good for a Maryland boy or girl—the best in teachers, the best in buildings and equipment, the best in school attendance, and the best in community co-operation.